

Moderators' Report/
Principal Moderator Feedback

Summer 2015

Pearson Edexcel GCSE
in Leisure and Tourism(5LT02)
Paper 01 Sales, Promotion and
Operations in Leisure and Tourism

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Sales, Promotion and Operations in Leisure and Tourism

General guidance

The assignment for this unit is completed under Controlled Assessment conditions. The write up time allowed for the activities is 15 hours in total. Planning and Research should be undertaken in the 30 hour teaching time framework.

The Controlled Assessment tasks are set by Edexcel Pearson and can be found on the Edexcel Pearson website. The marking grids for the Controlled Assessment can be found in the specification for the qualification.

The marking grid will remain the same throughout the life of the qualification.

The tasks will be reviewed every two years.

Planning and Research

1-2 marks

A basic plan with little detail or breakdown of activities to be undertaken, or timescales. Information collected from a single source with little selectivity or relevance to the task. Needs support and guidance.

3-4 marks

A plan with a breakdown of activities and timescales for the task. Information is collected from more than one source with some selectivity and relevance to the task. Some guidance is given.

5-6 marks

A detailed plan with activities and timescales clearly indicated for all parts of the task. Information is collected from different sources with a high degree of selectivity and relevance to the task. High level of independent work.

For **each** of the four activities set by Edexcel, students need to produce a plan of action and outline within this plan what research they are going to undertake and what resources they will be using to undertake their research.

Each of these four plans are marked out of six marks making a total of 24 marks overall for planning and research. This part of the activity is completed outside of the 15 hour write up time.

Student marks varied significantly in this section of the controlled assessment. Some students provided a list of dates against a grid supplied by the teacher which warrants one mark. Some students provided a breakdown of activities other than the ones needed to complete the controlled assessment, or confused the plans across the four activities.

However, other students put in a lot of effort and thought carefully thinking about how to break the activity down into relevant parts that would enable them to plan their write up in a logical fashion.

They used this relevant breakdown to plan their research carefully. It was very clear that those students that planned and researched carefully tended to produce the best work overall. They clearly understood what was expected and prepared well for the controlled assessment write up time. Their thoughts appeared logical and organised.

If proformas are provided by the assessor please ensure they are providing the right help for the students. Some proformas followed the specification rather than the specific activities the students need to complete in their controlled assessment which confused students and meant they did not plan for the activities required of them. The planning and research time is to allow for preparation for the controlled assessment not for the teaching and learning of the unit.

If proformas are provided by the assessor it is difficult for the more able students to demonstrate the high level of independent work necessary for the top mark band. Perhaps proformas are helpful when preparing students for the first task but once the students understand the concept they may be able to undertake their own planning and research format to enable them to progress through the mark bands.

Less able students could still receive the assistance required and be awarded marks accordingly.

Overall many plans do still lack detail. Updates do need to be provided if higher marks are being awarded. If these updates are detailed they will suggest timescale changes or other sources of research if needed. One common error was students' writing a diary of what they had done rather than planning what they intend to do.

Areas of Improvement for students:

If using a template for planning and research care should be taken to ensure the headings reflect the activities the students need to undertake. Often the headings did not accurately reflect the activities the students needed to address and this caused them to provide unnecessary evidence.

A more detailed breakdown of activities usually allows for more marks to be awarded.

Students should specify which websites or the titles/authors of the books they intend to use for research.

Timescales for completion of each breakdown should be provided.

Web-based research is one method of research; higher marks could be gained by providing a variety of different research methods. These could be reviewed in the update and perhaps additional research added.

Updates on progression should be provided either in pen or electronically.

Students could then advise whether research methods planned actually worked for them. They may have to change their plans due to computer breakdowns etc. They may need to revise their research requirements.

In activity 3 students should provide a mock-up/design plan for their material

Activity 1

Research and present information about:
The aims and objectives of your chosen organisation.

The places used by your organisation to sell products and services

The pricing strategies used by your organisation

There are 12 marks available for this activity. Six marks are available for planning and research and six marks are available for presenting information.

To achieve 5-6 marks it would generally be expected that aims and objectives presented will cover at least three different types. Often students tended to present a range – especially financial and mission statement aims, however they did not always specify which ones they were presenting leaving the assessor/moderator to draw conclusions for them.

Places will cover channels of distribution including at least 2-3 different types of selling situation in detail. Often students presented information on the geographical location of their organisation. This is a wasted opportunity as this is not what the controlled assessment is asking them to do. In fact students tended to be confused by the term distribution channels. In the limited write up time that students have, they should be selecting the relevant information required as this selectivity illustrates that they fully understand the activity and the promotional terms in the specification.

The controlled assessment requires students to make decisions about which information to present. Higher level students will present the information requested in the most detail.

They will not present information that is not required in the controlled assessment. Part of the process, due to the time constraint will be that they look at the research they have gathered and then make decisions about which information is the most relevant to present to ensure they answer the activity. Background information on the history of the organisation is not required for this task and is wasting the student's limited time.

The pricing strategies part of the activity was a good differentiator between students. The higher marked students made reference to pricing strategies such as peak and off-peak, economy pricing, premium pricing, promotional pricing etc and were able to apply this to their chosen organisation. Seeing such use of applied marketing terminology was excellent.

However many students simply listed the different prices charged by their chosen organisation. This is very basic.

Areas for improvement for students:

Headings for different types of aims could be provided so that it is clear students have presented a range – financial, mission statement, customer service, green etc.

Students should concentrate on chain of distribution used by the organisation rather than the geographical location. This overlaps and helps them provide more information on the selling situations.

Students should use pricing strategy terms and demonstrate they fully understand these through application to their chosen organisation.

Activity 2

Research and present information about the target markets of your chosen organisation.

Evaluate the effectiveness of the promotional techniques and materials used to attract these target markets and suggest improvements.

There are 18 marks available for this activity. Six marks for planning and research, six marks for presenting information and six marks for evaluation and making suggestions.

Many students made the error of not presenting information on the target markets of their chosen organisation. Instead they often went into evaluating the promotional materials used by the organisation. This made it very difficult to agree high marks awarded for presenting information on target markets. If students referred to target markets in their evaluation of materials and techniques this work was credited, although marks tended to be lower than when this section of the activity had been completed in its own right. The Assessment Criteria outlined in the specification Pages 30-33 clearly show that for Activity 2 there are six marks available for presenting information. The Controlled Assessment sheet states that students need to present information about the target markets of their chosen organisation. When information was presented on target markets, some students submitted just a paragraph or the theory of target marketing. In these instances it is not possible to award marks from the top mark band.

If students presented at least 2-3 different target markets with some detail and applied them appropriately to their chosen organisation this generally meant they achieved 3-4 marks. If they presented information on a wide range of target markets, subdivided to increase detail (eg not just identifying 'families' or 'teenagers' but providing more exemplification) showing constant and clear application to their chosen organisation, this generally meant they achieved 5-6 marks.

In the evaluation section of this activity most assessors applied the mark scheme accurately, realising that students that had just evaluated materials without techniques were not able to gain more than half marks as they had only completed half of the task. A common problem was that students could not clearly differentiate between promotional techniques and promotional materials, some students appeared confused by the terminology. In these instances it is difficult to agree the awarding of 5-6 marks. When only promotional materials are evaluated students cannot score more than half marks.

Templates were often used helping students to ensure they concentrated on evaluation rather than description and these worked well.

For the evaluation and suggesting improvements part of the activity students need to concentrate on providing evidence that is evaluation and does make justified suggestions for improvement. Descriptive work is not addressing what this part of the activity is asking for. Students gaining the higher level marks used the planning and research time well to carry out and collect research and then moved on to selecting the information relevant to their evaluation. They did not present everything they collected in their research. For 5-6 marks students clearly demonstrated that they fully understood the difference between promotional techniques and materials and were therefore able to highlight which technique the materials they evaluated came from.

The students applied their knowledge appropriately; if the organisation was attempting to appeal to families with small children, as part of their evaluation they would evaluate materials looking at the types of things that would promote that image, for example pictures of the target market, language, selling language and logos. Suggestions were detailed and appropriate.

Areas for improvement for students:

This activity is split into two sections after planning and research. Firstly students should present information on the target markets using the organisation. Secondly they should evaluate the promotional techniques and materials used by the organisation.

When students can clearly distinguish between techniques and materials and evaluate both then top marks can be considered.

Students need to ensure they fully apply both the information presented on target markets and their evaluations of promotional techniques and materials to the organisation they are studying.

Activity 3

For your chosen organisation:

Plan, design and produce a piece of promotional material for a target market of your choice

Evaluate the finished product and suggest improvements

There are 18 marks available for this activity. Six marks are available for planning and research. Six marks are available for producing the material and six marks are available for evaluation and suggesting improvements.

When undertaking the planning aspect of this task, students need to provide a mock-up or design for the material they are going to produce. This could take the form of a diagram marking where text and pictures will go, perhaps what type of pictures will be used to ensure appeal to the target market, logos to be included etc or it could take the form of a written summary of what the student is planning to place on their material.

If the material produced is well presented and the target market is clear through the images, language and content of the material then 3-4 marks can be considered.

If the student produces a material that looks almost professional where the target market is consistently clear and the use of promotional language is strong then 5-6 marks can be considered.

Promotional language is the actual selling of the product or service to the customer –use of slogans, selling language etc. Please note that for 5-6 marks to be awarded the work must be independent and original. When centres all produce work that is very similar it is difficult to agree a high level of independence for individual students.

Generally the assessors did mark this section of the activity accurately. However if students produced items of merchandise, marks did tend to be lenient. If students produce mugs, key rings etc it is usually very difficult for them to provide the detailed information required to make this effective for a specified target market. Most students that produced items of merchandise achieved only 1-2 marks. It is strongly recommended that students are dissuaded from producing items of merchandise on their own for this part of the controlled assignment.

The amount of detail provided by students on their evaluation of their material varied significantly. Some produced a few lines whilst others went into tremendous detail. When awarding 5-6 marks the evaluation will be detailed and measured both against the effectiveness of the information presented and the effectiveness for the target market. Students should remember to suggest improvements. Again generally assessors did mark this section of the activity accurately.

Areas for improvement for students:

In the planning stage students should consider what and to whom they are going to direct their promotional material.

They should consider the necessary information needed to make the material effective for that target market

They should consider the language, logos, strap lines they are going to use to entice the target market to 'buy' into the product/service being promoted. They should consider what would appeal to the specific market they are trying to attract

If they have undertaken the evaluation section of Activity 2 well, this should provide them with ideas on how to make their own material effective and also provide them with the tools to evaluate it and suggest improvements

Activity 4

For your chosen organisation:

Research how technology or technological change has affected this organisation

Evaluate the effect of technology or technological change on this organisation

They are 12 marks available for this activity. Six marks for planning and research and six marks for evaluation. Often students used another organisation to that used in the first three activities for this one. Please note up to two organisations can be used to complete the activities for this unit. Only one organisation must be used for each activity.

Different organisations tended to be used if the original one was unlikely to have the range of technology/technological change to enable students to provide the detail required for higher marks.

In general most students completed this activity in reasonable detail. Top students produced excellent evaluations not only of the changes technology has had on the organisation they studied but also on the effect these changes have had on staffing, profits, costs, training and marketing.

Other students produced excellent evaluations of the changes but were weaker on the effect these changes would have. A common error was to evaluate how changes in technology affected the customer, rather than to focus on how they affected the organisation.

Less able students tended to describe the changes in technology and either provided limited or no evaluation at all which limited the marks that could be awarded to 1-2 marks.

Some students produced generic information rather than looking at how technology had affected their chosen organisation. This also limited marks to 1-2 marks.

Areas for improvement for students:

This activity should be broken down into two sections after planning and research. Students should evaluate the changes that have occurred over time due to technology in the organisation. Secondly they should evaluate the effect these changes have had on costs, employment, training, marketing, profits etc.

Exemplar material for this qualification can also be found on the website.

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

